



District #25 Problem Solving Innovation “PSI Hour” Pilot Model and Goals

- Open to K-5 classrooms for a minimum of two 5-8 week clusters, which would meet 2-3 hours per week on average. (The goal is each student would participate in two experiences per year.)
- The Classroom Teacher will lead the PSI Hour with support from the building-level Advanced Learning Facilitator, the LMC Director, administrators, and other instructional specialists as the team feels is appropriate.
- The Year 1 (2013-14) pilot experience will begin in October and end in May. The goal is to have a pilot in each school.
 - Volunteer teams from within the buildings will form their own Professional Learning Committee (PLC).
 - One-two member(s) of the team will join a district professional development team and bring back information/ideas to the team. These liaisons will help to facilitate and/or train the team on a component or concept of PSI.
- Students are not graded but feedback is given based on...
 - Achievement and Effort
 - Habits of Mind (HoM)
 - Process and Product (Emphasis on the Process)
- Ongoing professional development will take place at the district level.
- The different school teams and pilot experiences will help inform the final 14-15 PSI framework for the district implementation.
- This is an opportunity for teachers to also play and F.A.I.L.
- One goal is that elements of the PSI hour will continue to extend across all areas of learning.

Please let your building principal know if you are interested in participating in the 2013-14 PSI hour pilot. Principals will meet with interested teachers in early September. The Department of Student Learning will provide a detailed framework for professional development in early October.

In thinking about and discussing Problem Solving Innovation or PSI Hour, the Gifted Review Committee and Department of Student Learning (DSL) generated student behaviors characteristic to the overall PSI learning experience.

During their PSI hour experience, students should have opportunities to...

- Find and word a question, pose a problem, and/or embrace a challenge and plan for process
- Engage in multimodal “reading & writing” (consuming & communicating)
- Work within the roles of learner and teacher/expert
- Self-plan, direct, manage, and assess
- Explore, play, make, inquire/research, iterate, and F.A.I.L (First Attempt, now Iterate and Learn)
- Demonstrate Habits of Mind (HoM)
 - *Striving for accuracy*
 - *Thinking and communicating with clarity and precision*
 - *Remain open to continuous learning*
 - *Thinking about our thinking*
 - *Asking questions and posing [and solving] you own problems*
 - *Persistence*
 - Grit
 - Resilience
 - Self-confidence
 - *Applying past knowledge to new situations*
 - *Thinking flexibly and creatively*
 - *Demonstrating Interdependence*
- Offer and welcome critical feedback from self, peers, and teachers
- Transfer skills and strategies from their disciplinary experiences (Big 6, short focused research, digital literacy, close reading, investigative reporting, WIRED...)
- Think independently

PSI EXIT SLIP

1. Do you feel the goals of the pilot align to curriculum and instruction you might be planning for the 13-14 school year?

2. If and what additional questions do you have?

3. Are you interested in piloting PSI at your building?

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